

**THE EFFECT OF USING GROUP MAPPING ACTIVITY (GMA)
STRATEGY TOWARD STUDENTS' READING
COMPREHENSION IN NARRATIVE TEXT
AT THE SECOND YEAR OF
SMAN 12 PEKANBARU**

A Thesis

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ABSTRACT

Rizkirini, (2013): The Effect of Using Group Mapping Activity (GMA) Strategy towards Students' Reading Comprehension in Narrative Text at the Second Year of SMAN 12 Pekanbaru.

Based on the writer's observation, it was found that some of the students were not able to identify main idea in narrative text, some of the students were poor in vocabulary mastery, some of the students were not able to get information in narrative text, some of the students were confused in understanding the text and some of the students were not able to identify the references in narrative text. So, the writer was interested to the research about this problem.

The research was administered at SMAN 12 Pekanbaru. The subject was the second year students of SMAN 12 Pekanbaru, and the object of this research was the effect of using Group Mapping Activity (GMA) Strategy towards Students' reading comprehension in narrative text.

The design of this research was Pre-Experimental Research. The writer took one group pretest-posttest design. The writer used one class as sample that consisted of 40 students. Before giving the treatment, the students were given pre-test and post-test was given after treatment. The technique of collecting data was the test. The technique of analyzing data, was pair sample t-test formula by using analysis computer application SPSS version 16.

After analyzing the data, the writer found that there is a significant effect of using Group Mapping Activity (GMA) strategy towards students' reading comprehension in narrative text at the second year of SMAN 12 Pekanbaru, where T shows 10.652, at significant level 5% it shows 2.02, and at level 1% it shows 2.72. We can read $2.02 < 10.652 > 2.72$. It means null hypothesis (H_o) is rejected, and alternative hypothesis (H_a) is accepted. In other words, there is a significant effect of using Group Mapping Activity (GMA) strategy towards students' reading comprehension in narrative text at the second year of SMAN 12 Pekanbaru.

ABSTRAK

Rizkirini, (2013): Pengaruh Penggunaan Strategi Group Mapping Activity (GMA) terhadap Pemahaman Membaca Teks Narative pada Siswa Kelas Dua di SMAN 12 Pekanbaru

Berdasarkan pengamatan penulis, ditemukan bahwa sebagian siswa belum mampu untuk mengidentifikasi pikiran utama dari teks narasi, sebagian siswa sangat sedikit menguasai kosa kata, sebagian siswa tidak mampu untuk mendapatkan informasi dari teks narasi, sebagian siswa bingung untuk memahami teks narasi dan sebagian siswa tidak mampu untuk mengidentifikasi referensi dari teks narasi. Jadi, penulis tertarik untuk melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di SMAN 12 Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua SMAN 12 Pekanbaru, dan objek dari penelitian ini adalah pengaruh penggunaan strategi Group Mapping Activity (GMA) terhadap pemahaman bacaan siswa dalam teks narasi.

Jenis penelitiannya adalah Pre-Eksperimen. Penulis mengambil *one group pretest-posttest design*. Penulis menggunakan satu kelas sebagai sampel yang terdiri dari 40 siswa. Sebelum memberikan perlakuan, siswa diberikan *pre-test* dan *post-test* diberikan setelah perlakuan. teknik pengumpulan data adalah tes. Data analisisnya, penulis menggunakan *pair sample t-test* dengan menggunakan software SPSS versi 16.

Setelah data dianalisis, penulis menemukan pengaruh yang signifikan dari strategi Group Mapping Activity (GMA) terhadap pemahaman membaca teks narasi siswa, dimana T menunjukkan 10.652 pada level signifikan 5% adalah 2.02, dan pada level signifikan 1% adalah 2.72. Dapat dibaca $2.02 < 10.652 > 2.72$. Itu berarti null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Group Mapping Activity (GMA) untuk meningkatkan pemahaman membaca teks narasi siswa tahun kedua SMAN 12 Pekanbaru.

LIST OF CONTENTS

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT	v
THE LIST OF CONTENTS.....	viii
THE LIST OF TABLES.....	ix
CHAPTER I: INTRODUCTION	
A. Background of the Problem.....	1
B. Problem.....	6
C. Reason for Choosing the Title.....	7
D. Objective and Significance of the Research	7
E. Definition of the Term	8
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Theoretical Framework.....	10
B. Relevant Research	23
C. Operational Concept	24
D. Assumption and Hypothesis	26
CHAPTER III: RESEARCH METHOD	
A. Research Design	28
B. Time and Location of the Research	29
C. Subject and Object of the Research	29
D. Population and Sample	30
E. Technique of Collecting of Data.....	31
F. Technique of Data Analysis	31
G. The Item Difficulties, Validity and Reliability	33
CHAPTER IV: THE DATA PRESENTATION AND THE DATA ANALYSIS	
A. The Data Presentation.....	42
B. The Data Analysis Students' Reading Comprehension on Pretest	42
C. The Data Analysis Students' Reading Comprehension on Posttest.....	45
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	51
B. Suggestion	51
BIBLIOGRAPHY	
APPENDICES	

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered by students in learning English, so that they are able to comprehend English texts. The purpose of teaching reading is to make students able to read English texts effectively and efficiently. Reading also plays an important role for students in learning new language.

According to Bernhardt in Murcia, reading is an interactive process that involves a text, a reader, and a social context.¹ Reading should be taught in effective and efficient ways. The strategy used by the teacher should be appropriate for the students' level. According to Nunan, reading is a set of skills that involves making sense and deriving meaning from printed word.² In order to have skillful reading, the readers must be able to decode the printed word and also comprehend what they read. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language.³ The students cannot get the points of a text when they fail to understand the vocabularies and do not have any knowledge about the subject.

¹ Marianne Celce-Murcia. *Teaching English as a Second Language or Foreign Language* (3rd ed) (Boston: Heinle & Heinle, 2001). p. 154

² David Nunan, *Practical English Language Teaching: Young Learners*. (New York: McGraw Hill, 2005). p. 69

³ Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension*. (Pittsburgh: RAND, 2002). p. 11

The students at SMAN 12 learn English as one of the subjects, which based on School Based Curriculum (KTSP), the purposes of learning English for senior high school are as follows:⁴

1. Developing communicative competence in oral and written forms to achieve informative literacy level.
2. Having awareness about sense and significance of English to increase national competence in global society.
3. Developing students' understanding about relationship between language and culture.

School Based Curriculum requires reading as one of the skills in English that must be taught at School. English subject should be taught at every level of school. In syllabus English is taught twice a week. It is a specification of the content of a course of instruction and lists what will be taught and tested.⁵ Moreover, the standard competency of reading for the second year students of Senior High School is to understand the meaning of monologue text or essay in narrative, spoof and hortatory exposition accurately, fluently and acceptably in daily life context and to access the knowledge. The basic competence of reading should be achieved by the students of Senior High School, so that the students are able to understand and respond meaning in monologue text or essay by using variety of written language accurately, fluently and acceptably in the text of

⁴ Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), 15.

⁵ Jack C. Richard. *Curriculum Development in Language Teaching*. (Cambridge: Cambridge University Press, 2001). p. 2

narrative, spoof and hortatory exposition⁶. In this proposal, the text used by writer is narrative text.

English is taught to the second year students of SMAN 12 Pekanbaru twice a week with duration 45 minutes. English is taught starts the first year until the third year there. SMAN 12 Pekanbaru is one of the schools that also uses school based curriculum (KTSP) as its guide in teaching learning process. In learning English, the students should be able to use language in communication, both written and oral language form. So the students should be able to use all skills in English. The skills are very crucial for students.

The writer did some observations at the second year of SMAN 12 Pekanbaru, the writer found some phenomena related to reading as follows:

1. Some of the students are not able to identify main idea in narrative text
2. Some of the students are poor in vocabulary mastery
3. Some of the students are not able to get specific information in narrative text
4. Some of the students are not able to make inference in narrative text.
5. Some of the students are not able to identify the references in narrative text

The phenomena were caused by several factors such as classical teaching strategy for the students. Generally, teacher always asks the students just to read materials, to answer the questions of the reading passage and finally to collect the task. The strategy can make the students not active to participate in learning

⁶Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP), (Pekanbaru:Unpublished, kelas / semester: XI / 1, 2006), p. 13-16.

process. The standard of minimum passing grade in SMAN 12 Pekanbaru is 74. Some of the students' scores are far from standard of minimum passing grade. Therefore, a teacher should be able to make the students achieve it.

Based on the above phenomena, the strategy in teaching reading should be appropriate in learning process. In selecting the strategy, the writer took from the PPP (presentation, practice and production) method.⁷ Presentation refers to represent the introduction to a lesson, necessarily requiring the creation of a realistic situation of the target language to be learned. According to Penny, presentation is not only the kind of controlled modeling of a target item that the teacher introduces a lesson but also the initial encounter with comprehensible input in the form of spoken or written text.⁸ Practice usually begins with what is termed 'mechanical practice' by means of drills repetitive exercises, gradually moving into more demanding procedures like information gap, dialog creation and controlled plays. According to chamot, practice is students use new information and skills in activities that involve collaboration, problem solving and hands-on experiences.⁹ Production is seen as the culmination of the language learning process, whereby the learners act upon their linguistics knowledge, where they perform their competence and become users of the language. The teacher's role here is to provide occasions where the students can actively apply the language they have been practicing.

⁷ Karlfried knapp and Gerd Antos. *Language Communication and Learning*. (Berlin: The Deutsche Nationalbibliothek, 2009). P. 366

⁸ Penny Ur. *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press, 2009) p. 11

⁹ Anna Uhi Chamot et. al. *The Learning Strategies*. (NewYork: Longman, 1999). p. 8

The writer has designed a teaching strategy to improve students' reading comprehension called Group Mapping Activity (GMA) strategy. According to Davidson in Dianne Lapp the Group Mapping Activity (GMA) is a means for students to record their personal response to literature or to organize information content after reading.¹⁰ This strategy refers to practice, where the students will practice English by using Group Mapping Activity (GMA) strategy. By the Group Mapping Activity (GMA), students are directed to map their perceptions of what the text is about, and allowed time to develop maps in whatever way they choose. Maps are then shared with the class and discussed regarding individual's views on materials and choices for representing the information in his or her map. This strategy is interesting for the students because from this strategy, the students can develop their own ideas and perform it in the front of the class.

The goal of this strategy is to help the students find out main idea and comprehend reading narrative text. Narrative text is one of the texts that will be learned by the students. Narrative text is used to amuse, entertain and deal with actual or various experiences in different ways. The characteristics or language features of narrative text are focused on specific participants, the use of past tense, and use material (action) process.

Based on the explanation above, the writer is interested in conducting a research entitled: **“The Effect of Using Group Mapping Activity (GMA) Strategy Toward Students' Reading Comprehension in Narrative Text at the**

¹⁰ Dianne Lapp. Et all. *Content Area Reading and Learning Instructional Strategies [Electronic Book]*. (London: Lawrence Erlbaum Associates, 2004). p. 103

Second Year of SMAN 12 Pekanbaru. The writer hopes that this strategy can help students increase their reading comprehension.

B. Problem

1. Identification of the Problem

Based on the phenomena depicted in the background, the problems of this research are identified as follows:

- a. Some of the students are not able to identify the main idea of narrative text.
- b. Some of the students are inadequate of English vocabulary.
- c. Some of the students are not able to find specific information in narrative text.
- d. Some of the students are not able to infer ideas in narrative text.
- e. Some of the students are not able to identify words antecedence in narrative text.

2. Limitation of the Problem

Based on the identification of the problem above, it is obvious that there are many problems on the phenomena. Therefore, the topic of this research is focused on the effect of using Group Mapping Activity (GMA) strategy toward students' reading comprehension on narrative text at the second year of SMAN 12 Pekanbaru.

3. Formulation of the Problem

Based on the above problems, this research formulates some question as follows:

- a. How is students' reading comprehension in narrative text before being taught by using Group Mapping Activity (GMA) strategy at the second year of SMAN 12 Pekanbaru?
- b. How is students' reading comprehension in narrative text after being taught by using Group Mapping Activity (GMA) strategy at the second year of SMAN 12 Pekanbaru?
- c. Is there any significant effect of using Group Mapping Activity (GMA) strategy towards students' reading comprehension in narrative text at the second year of SMAN 12 pekanbaru?

C. Reason for Choosing the Title

The writer chooses this title in carrying out a research on the topic above because the writer wants to verify the effect of using group mapping activity (GMA) strategy in increasing students reading comprehension in narrative text.

D. Objective and Significance of the Research

1. Objective of the Research

Based on the formulation, the objective of the research can be seen as follows:

- a. To find out the data about the students' reading comprehension in narrative text before being taught by using Group Mapping Activity (GMA) Strategy.
- b. To find out the data about the students' reading comprehension in narrative text after being taught by using Group Mapping Activity (GMA) strategy.
- c. To find out whether there is any significant effect of using group mapping activity (GMA) strategy toward students' reading comprehension in narrative text or not.

2. Significance of the Research

There are the significances of the research as follows:

- a. To find out the effect of using group mapping activity (GMA) strategy toward students' reading comprehension in narrative text.
- b. These research findings are also expected to give the positive contribution related to the process of teaching and learning English, especially in term of the effect of using group mapping activity (GMA) strategy toward students' reading comprehension in narrative text at SMAN 12 pekanbaru.
- c. These research findings are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in field of language in teaching and learning.

E. Definition of the Term

To avoid misunderstanding and misinterpretation about this research, the writer gives definitions of the terms as follows:

1. Effect

Effect is a measure of the strength of one variable on another or the relationship between two or more variables.¹¹ In this research, effect refers to the outcome resulted by using group mapping activity (GMA) strategy toward students' reading comprehension in narrative text.

2. Group mapping activity (GMA)

Group Mapping Activity (GMA) is a means for students to record their personal response to literature or to organize content information after reading.¹²

3. Reading comprehension

Reading comprehension is the process of constructing meaning by coordinating number of complex processes that include word reading, word and world knowledge, and fluency.¹³

¹¹ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (4th ed). (Great Britain: Pearson Education Limited, 2010), p. 190

¹² Dianne Lapp. Et all. *Content Area Reading and Learning Instructional Strategies [Electronic Book]*. (London: Lawrence Erlbaum Associates, 2004). P. 103

¹³ Jannet K Klingner, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (Newyork: The Guilford Press. 2007). p.2

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

a. The Nature of Reading

Reading is one of the skills in English that must be mastered by the students. It is also an activity with a purpose that the students may read in order to gain information or verify existing knowledge. The purpose of reading is to connect the ideas on the page to what the readers already know. By reading the students can acquire information about what they want to know.

Reading is fundamental to be successful in life. It opens the door to all other learning.¹ Reading is an activity that involves greater levels of concentration and adds the conversational skills of the reader. It is an indulgence that enhances readers to decipher new words and phrases that they come across in everyday conversations. According to Nunan, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode and also comprehend what we read.² In addition, reading is a strategic process in which a number of the skills and processes are used in reading as efforts on the part of the reader to anticipate text

¹ Susan Zimmermann and Chryse Hutchins. *7 Keys to Comprehension: How to Help Your Kids Read it and Get it*. (Newyork: Three Rivers Press, 2003). p.4

² David Nunan. *Practical English language Teaching: Young Learners*. Newyork: Mc Graw Hill. 2005. p. 69

information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns and match comprehension output to reader goals.³

b. Types of Reading

There are two types of reading as follows:

1) Extensive Reading

There have been conflicting definitions of the term “extensive reading.” Some use it to refer to describe “skimming and scanning activities,” others associate it to quantity of material. Extensive reading varies according to students’ motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities for the students. Hedge in Alyousef states⁴ that since extensive reading helps in developing reading ability, Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home, through Sustained Silent Reading (SSR). Carrell and Eisterhold in Alyousef also argue⁵ that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided in SSR program “based on students’ selected texts, so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty,

³ William Grabe. *Reading in a Second Language : Moving from Theory to Practice*. (Newyork: Cambridge University Press, 2009). p. 15

⁴ Hesham Suleiman alyousef. *Teaching Reading Copenhension to ESL/ EFL Learners. The Reading Matrix*. Vol 5. No. 2 (2005). p. 143

⁵ Hesham Suleiman alyousef. *Ibid*. p. 143

and length.” According to Harmer the main goal of this activity is the students hardly read for pleasure, so the successful extensive reading program is that students should be reading material in which they can understand.⁶

2) Intensive Reading

According to Douglas, intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, and rhetorical relationship.⁷ In intensive (or creative) reading, students usually read a page to explore the meaning, acquainted with writing mechanisms. Harmer states that the teacher uses intensive reading sequences in class for a number of reasons. The teacher may want to have students practice specific skills such as reading to extract specific information, or reading for general understanding. The students read text for communicative purposes, as part of other activities, as sources of information, or in order to identify specific use of language.⁸

⁶ Jeremy Harmer. *The practice of English Language Teaching*. (Cambridge: Pearson Education, 2001) p.210

⁷ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed) (San Fransisco; Longman, 2000). p.312

⁸ H. Douglas Brown. *Ibid*. p.215

c. Teaching Reading

Reading can be as an “interactive” process between a reader and a text which leads to automaticity. It means there is communication between reader and writer. The process involves the reader, the text, and the interaction between reader and text. In the text includes letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to understand the meaning of the text.

The aim of teaching reading is to develop the students’ ability to understand the text efficiently. In addition, the aim of teaching reading for students is to get information and comprehend the text. According to Carla, comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader.⁹

Hedge in Alyousef states, many reading components of an English language course may include a set of learning goals as follows:¹⁰

- a. The ability to read a wide range of texts in English. This is the long-range goal that most teachers seek to develop through independent readers outside EFL/ESL classroom.
- b. Building knowledge of language which will facilitate reading ability.
- c. Building schematic knowledge.

⁹ Linda J Dorn and Carla Soffos. *Teaching for Deep Comprehension*. (Portland: Stenhouse Publisher. 2005). p. 1

¹⁰ Hesham Suleiman alyousef. *Teaching Reading Copenhension to ESL/ EFL Learners. The Reading Matrix. Vol 5. No. 2* (2005). p. 147

- d. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning).
- e. Developing an awareness of the structure of written texts in English.
- f. Taking a critical stance to the contents of the texts.

On the other hand, discussing how students learn to read entails more general theory of how students learn many academic skills, and identifying theoretical approach that supports learning is essential for critical exploration.

The purpose of teaching reading is to develop students' comprehension of what they read. The teacher should be able to motivate the students on developing knowledge, particularly concerning with teaching and learning process. There are three processes of teaching reading to be followed in reading activity, as follows:

- a. Pre-reading: aimed to introduce and arouse learners' interest in the topic. Giving reason to read and some questions related to learners' background knowledge and opinion that would motivate learners' eagerness to read the whole text.
- b. Whilst reading: aimed to help students' understanding about the purpose and texts structure and to clarify texts' content. Some activities like answering comprehension question, completing

diagram or maps, making list and taking notes are whilst reading type work.

- c. Post-reading: aimed to consolidate what has been read with learners' own knowledge, interest, or ideas.

2. Reading Comprehension

a. The Nature of Reading Comprehension

To learn reading, the students should have good comprehension in order to understand the text. Comprehension cannot be separated from reading because the purpose of reading is to comprehend what they have read. According to Hirai, by comprehension, reading to learn; learning to read is entirely different. Both learning to read and reading to learn are essential, but reading to learn is the ultimate goal, particularly for content-area instruction.¹¹ Reading comprehension is the process of constructing meaning by coordinating number of complex processes that include word reading, word and world knowledge, and fluency.¹²

According to Durkin in Klingner, typical comprehension is to improve reading comprehension. She summarized reading comprehension instruction has the following a three-steep procedure: mentioning, practicing, and assessing. Teachers would *mention* the skill that they wanted students to use, then they would give them opportunities to

¹¹ Debra L. Cook Hirai.et.all. *Academic language literacy/strategy for adolescents*. (NewYork: Routledge Taylor and Francis Group, 2012). p. 76

¹² Jannet K Klingner, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprhension to Students with Learning Difficulties*. (Newyork: The Guilford Press. 2007). p.2

practice the skill through workbooks or skill sheets, and finally *assess* whether or not they use the skill successfully.¹³

Reading comprehension ability is not alone as an application of a learning theory, but it is an outstanding example of the challenges facing teacher and students who need to dedicate time, effort, motivation and growing skills to the development of fluent reading ability.¹⁴

b. Three Elements of Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. *Extracting* and *constructing* are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:¹⁵

a. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, linguistic capacities and the knowledge base called on in

¹³ Jannet K Klingner, Sharon Vaughn, and Alison Boardman. Ibid. p. 2

¹⁴ William Grabe. *Reading in a Second Language : Moving from Theory to Practice*. (Newyork: Cambridge University Press. 2009). p. 17

¹⁵ Catherine Snow. *Reading for Understanding toward and R&D Programming Readin Comprehension*. (Airlington: RAND Education. 2002). p. 11

any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

b. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

The students' domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply.

c. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the

activity. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

In considering the reader, we include all the capacities, abilities, knowledge, and experience that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

Based on some ideas above, it can be concluded that reading comprehension is understanding/ comprehending the text being read. It is related to the previous knowledge and strategy used to find main ideas, meaning of the text and information which contains in the text.

3. Narrative Text

Narrative text is storytelling, that gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.¹⁶ Narrative is mainly used to entertain and used past tense. Narrative are generally a sequence of events involving characters, actions, goals and emotions. The purpose of the text is to entertain or amuse readers or listeners about the story. The text organization of narrative as follows:¹⁷

¹⁶ M. Syafii et,all. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru : LBSI, 2007) p.53

¹⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing writing*, Sydney: University of New South Wales. 2005, p. 222

a. Orientation

In this part, the writer tries to set up the people, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on.

b. Complication

The complication is the heart structure of narrative text. The complication will determine whether the text “lives” or not. If the narrative text considers the “live” text, it will arouse the reader. It will intrude to the emotion of reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict.

c. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of the text.

The language features of narrative text are:¹⁸

- a. Specific participants. Often individual, participants with defined identities. Major participants are human or sometimes animals with human characteristics.
- b. Past tense forms, because we are describing things that happened in the past.

¹⁸ JhonBarwick, Targeting text: Narrative, Poetry, Drama, Singapore: Green Giant press, 2006, p. 6

- c. Words giving details of people, animals, places, things, and actions, such as adjectives and adverbs.
- d. Connectives of time or conjunctions, such as last week, then, after etc.

4. Group Mapping Activity (GMA) Strategy

a. Concept of Group Mapping Activity (GMA) Strategy

There are many kinds of mapping activities. One of the models of mapping activities is Group Mapping Strategy. Strategy is specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.¹⁹ The purpose of this strategy is to find main ideas and to make map systematically of what students read. According to Davidson in Dianne, the Group Mapping Activity (GMA) is a means for students to record their personal response to literature or to organize content information after reading.²⁰ In the GMA, students with their partner should comprehend the text. They can use words, pictures or shapes. According to Haggard, maps developed for subject area study is shared first with partners in a discussion of how each partner organizes her or his map and why the organization is chosen. Partners are then responsible for assuring the both maps, regardless of organizational plan,

¹⁹ H. Douglas Brown. *Principles of Language Learning and Teaching*.(4th ed) (San Fransisco: Longman, 2007). p. 119

²⁰ Dianne Lapp. Et all. *Content Area Reading and Learning Instructional Strategies*. (London: Lawrence Erlbaum Associates, 2004). p. 103

that contain sufficient information to serve as guides for continuing and future study.²¹

Maps are particularly useful for response to daily reading assignments and may grow and change as new reading that provides additional information about a given topic. They also serve a useful prewriting aids and the basis for instruction in such skills as outlining, summarizing, and stating main ideas. More importantly, they provide opportunity for intense discussion in which "students ask each other about various elements in their maps, agree with shared interpretations of the passage, or disagree with various interpretations. On the other hand, group mapping activity (GMA) strategy helps students to get information and develop their ideas to make map and share with other groups.

b. Procedure of Using Group Mapping Activity (GMA) Strategy

The procedures for teaching Group Mapping Activity (GMA) strategy are as follows:

- 1) The teacher asks the students to read a text and the teacher explain about the use of Group Mapping Activity (GMA) strategy to the students.
- 2) After reading a text, the teacher asks the students to construct maps. The teacher divides students into groups.

²¹ Dianne Lapp. Et all. Ibid. p. 104

- 3) A map is a diagram of what the students think about the chapter (or text). The students may use words, shapes, or pictures on their map.
- 4) The teacher shows dummy maps (maps that the teacher made up in advance), saying, "A map may look like this ... like this ... or like this.
- 5) The teacher asks the students to make mapping of the text.
- 6) The students to do not look back at the text while they are mapping. The students may look at it back later.
- 7) The students display maps, so the other students can see how different they are.
- 8) The students share their maps by telling how they map and why they chose to do the way. Use prompts and questions to clarify and extend their thinking.
- 9) Finally, the teacher and students discuss together about the maps and text.

According to Davidson in Dianne, one of the procedures in Group Mapping Activity (GMA) strategy is the students may use words, shapes, or pictures on their map.²² In this step the students should use creative thinking to organize a good map. There are many kinds of mapping activities that can be used in groups, such as story mapping, mind mapping, concept map, etc. Mind mapping is a graphic, networked method

²² Dianne Lapp. Et all. Ibid. p. 104

of-storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas.²³ A concept map is a graphical representation of the relationship among terms. Students can use graphics, arrows and words to create their maps.²⁴ In addition, maps are strategies that use words, shapes, arrows, pictures, texts that make students become creative learners to construct maps.

B. Relevant Research

According Syafii, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²⁵ Below are some researches which have been conducted by previous researchers which are relevant to this research:

A research from Rima Kumala Sari,²⁶ She conducted a research entitled “The Effect of Story Mapping Strategy toward Reading Comprehension at the Second Year Students of MAN 1 Pekanbaru. The subject of her research was the second year students of MAN 1 Pekanbaru, and the object of her research was the Effect of Story Mapping strategy. The design of her research was Quasi-experimental design. The population of her research was all of the second year students. The

²³ Tony Buzan. *The Buzan Study Skills Handbook: The Short cut to Success in Your studies with Mind Mapping, Speed Reading and Winning Memory Technique*. p. 138

²⁴ Jim Vanides, et al. *Teaching Strategies (Journal)*. (Science Scope, 2005). p. 27

²⁵ M. Syafii S. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif/ LBSI, 2007). p. 122

²⁶ Rima Kumala Sari. *The Effect of Story Mapping Strategy toward Reading Comprehension at the Second Year Students of MAN 1 Pekanbaru*. (Pekanbaru: Unpublished, 2011), P. iv

total number of population was 252 students. The number of population was large, so she used cluster sampling by taking two classes only as sample; IPS XI.1 consisted of 36 students as experimental group, and IPS XI.2 consisted 36 students as control group. So the numbers of sample from two classes were 72 students. To analyze data, she adopted independent sample t-test formula. She found there is significant effect of story mapping strategy toward reading at the second year students of MAN 1 Pekanbaru, where T shows 4.557 at significant level of 5%, it shows 2.00, and at level of 1%, it shows 2.65. Thus, H_0 is rejected. And H_a is accepted which shows $2.00 < 4.557 > 2.65$.

A research from Rahman, he conducted a research entitled “Model Pengajaran Group Mapping Activity (GMA) dalam Pembelajaran Membaca. The type of his research has experiment. The design of was pre-experimental design, which used one group pre-test posttest design. The subject of his research was the students of *Sunda* Education Department of Indonesia Education University, and the object of his research was the influence of Group Mapping Activity (GMA) strategy. He tried to find out whether there is significant influence of Group Mapping Activity (GMA) strategy in reading. From the research, he found, Group Mapping Activity (GMA) strategy can increase the students’ comprehension in reading of *Sunda* language form.

C. Operational Concept

Operational concept is the concept that will be used to give limitation on the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In order to clarify the theorist used in this research, the researcher

would like to explain briefly about variable of this research. There are two variables, they are variable X is the effectiveness of using group mapping activity (GMA) strategy. Then variable y is students' reading comprehension in narrative text. The design of this research is experimental research that consists of two classes. One class is control class and the other class is experimental class. The data are taken by using test. For experimental class, the students are taught by group mapping activity (GMA) strategy in teaching reading. Then for control class, the students are taught by using conventional strategy in teaching reading. The materials taught to both classes are the same.

1. The indicators of the effect of using group mapping activity (GMA) strategy as follows:²⁷

- 1) The students pay attention to the teacher during the teacher introduces about group mapping activity (GMA) strategy.
- 2) The students become active learners while the teacher explains about group mapping activity (GMA) strategy and the ways to apply it the students can ask or discuss about the strategy that they do not understand.
- 3) The teacher gives example of maps about narrative text to the students.
- 4) The students should understand how to construct maps before the teacher changes the topic used in example with other topic.
- 5) The students make maps in groups.

²⁷ Dianne Lapp. Et all. Loc. Cit. p. 104

- 6) The students do not look at the text as long as they make maps.
- 7) The students display maps to the other groups, so they can see the different maps.
- 8) The students in group should work together before some of the group will write down their map of narrative text on the whiteboard.
- 9) Finally, the teacher evaluates the students' reading comprehension in narrative text.

2. The indicators of students' reading comprehension in narrative text²⁸

- a. The students are able to find out main idea of narrative text.
- b. The students are able to comprehend the factual information of narrative text.
- c. The students are able to identify the unfamiliar vocabulary of narrative text.
- d. The students are able to find the inferences of narrative text.
- e. The students are able to identify the references of narrative text.

D. Assumption and Hypothesis

1. Assumption

There are many strategies which are effective to improve reading comprehension; one of them is group mapping activity (GMA) strategy.

The writer assumes the group mapping activity (GMA) strategy that can

²⁸ Arthur Hughes. Op. Cit p. 136

give good improvement for students' reading comprehension in narrative text.

2. Hypothesis

H₀: There is no significant effect of using group mapping activity (GMA) strategy toward students' reading comprehension in narrative text at the second year of SMAN 12 Pekanbaru.

H_a: There is a significant effect of using group mapping activity (GMA) strategy toward students' reading comprehension in narrative text at the second year of SMAN 12 Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of the research is experimental research. According to Cresswell, experiment is a test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ This research used two variables. They were variable X and Y, where variable X was the effect of using Group Mapping Activity (GMA) strategy and variable Y was the students' reading comprehension of narrative text.

The design of this research was pre-experimental design, which used the one group of pretest-posttest design. The characteristics of pre-experimental design are this design may have pre- and posttest, without a control group.² According to Gay and Airasian³, the one group pretest and posttest design takes a group that is pretested, exposed to treatment, and post tested. In conducting the research, the writer used one class of the second year students of SMAN 12 Pekanbaru as sample. At the first meeting, the students were given the pretest in order to know their comprehension in reading. Then, the students were given the treatment. At the end, they were given posttest.

¹ John. W. Cresswell. *Educational Research: Planing, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), P. 299

² David Nunan. *Research Method in Language Learning*. (Newyork: Cambridge University press, 1992). p. 41

³ L.R., Gay, & Peter Airasian. *Educational Research: Competencies for Analysis and Application*. (6th ed.). (Upper Saddle River, New Jersey: Merrill Publishing Company, 2000). p.372

According to Sugiyono⁴, the type of pre-experimental design of this research is comparing the result after and before giving treatment. The writer only compared score of pretest and posttest, where the first before using Group Mapping Activity (GMA) strategy and the second after using Group Mapping Activity (GMA) strategy. According to Donald T. Campbell and Julian C. Stanley, the types of this research can be designed as follows:⁵

$$O^1 \quad X \quad O^2$$

In which:

O¹: Pretest

X: Treatment

O²: Posttest

B. Location and the Time of the Research

The research was conducted at SMAN 12 Pekanbaru, which is located on Jl. Garuda Sakti, Panam-Pekanbaru. The research was done starting from March to April 2013.

C. The Subject and Object of the Research

The subject of this research was the second year students of SMAN 12 Pekanbaru. The object of this research was the effect of using group mapping activity (GMA) strategy toward students' reading comprehension in narrative text.

⁴ Sugiyono. *Metode Penelitian Administrasi*. (Bandung: CV Alfabeta, 2005)

⁵ Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi Experimental Designs for Research*, Houghton Mifflin Company, U.S.A, 1963, p. 13

D. Population and Sample of this Research

The population of this research was second year students of SMAN 12 Pekanbaru. The total population of this research was 288 students from eight classes. The specification of the population can be seen on table below:⁶

Table III.1

The Total Population of the Second Year Students of SMAN 12 Pekanbaru

No	Class	Male	Female	Total students
1	XI IPA 1	12	18	30
2	XI IPA 2	11	19	30
3	XI IPA 3	11	21	40
4	XI IPS 4	16	23	35
5	XI IPS 1	17	22	39
6	XI IPS 2	17	21	38
7	XI IPS 3	15	22	38
8	XI IPS 4	18	20	38
Total				288

The population was large enough to be the sample in this research. According to Arikunto⁷, if the population is more than 100 respondents, we take 25% or more than it. Based on the design of the research, the writer took only one class as the sample of this research. The class was XI IPA 3. The class consisted of 40 students.

⁶ Data source from SMAN 12 Pekanbaru.

⁷ Suharsimi arikunto. *Prosedur Penelitian : Suatu Pendekatan Praktis*. (Jakarta: Rhineka Cipta. 2006). P. 134

E. The Technique of Collecting Data

In this research, the writer used test as instrument to collect data. The test was used to collect data of the students' reading comprehension in narrative text. The procedures of collecting data as follows:

1. Pretest

The pretest was done before treatment intended to obtain students' reading comprehension in narrative text at second year of SMAN 12 Pekanbaru. Items used for pretest consisted of 20 items. The test was about reading comprehension which was appropriate with indicator of reading comprehension.

2. Treatment

The treatment used Group Mapping Activity (GMA) strategy to increase students' reading comprehension in narrative text. The time to apply this strategy was about eight meetings.

3. Posttest

The posttest was given at the end of research. The items used for posttest consisted of 20 items.

F. Technique of Data Analysis

In this research, the writer analyzed the data by using SPSS v.16. First, the writer used the criteria of measuring the test score to find the effect of using Group Mapping Activity (GMA) strategy towards students' reading

comprehension in narrative text at the second year of SMAN 12 Pekanbaru, the criteria can be seen as follows:

TABLE III.2
The Criteria Students' Score in Reading Comprehension

The Score Level	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Second, the writer used T-Test to infer the hypothesis based on any significant value. The writer used the formula as follows:⁸

$$T_O = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

In which:

- t_o : The value of t-obtained
- M_x : Mean score of experiment class
- M_y : Mean score of control class
- SD_x : Standard deviation of experiment class
- SD_y : Standard deviation of control class
- N : Number of students.

⁸ Hartono, *Statistik Untuk Penelitian*, Pustaka Pelajar, Yogyakarta, 2009, p. 208

G. The Item Difficulties, Validity and Reliability of the Test

1. The Item Difficulties

Before the test was given to the sample of this research, the writer tried out the test to 20 students. The purpose of try out was to obtain validity and reliability of the test. The test was given to the students was considered not too difficult or not too easy. According to Arikunto⁹ the test is accepted if the degree of difficulty is between 0.30 – 0.70. It is determined by finding of the difficulty level of each item. The formula for item difficulty is as follows:¹⁰

$$P = \frac{B}{JS}$$

In Which:

P : Index of difficulty

B : The number of correct answer

JS : The number of students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate.

The standard level of difficulty used is < 0.30 and > 0.70 . It means that an item is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is less than 0.30 (the item is too

⁹ Suharsimi Arikunto. *Prosedur Penelitian : Suatu Pendekatan Praktis*. (Jakarta: Rhineka Cipta. 2006). p. 208

¹⁰ Suharsimi Arikunto. Ibid. p 208

difficult) and higher than 0.70 (the item is too easy). The proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. The calculation of item difficulty can be seen from the following table:

Table III.3

The students are able to find out main idea in reading narrative text

Variable	Finding main idea				N
Item no	1	6	11	16	20
Correct	11	12	11	12	
P	0.55	0.6	0.55	0.6	
Q	0.45	0.4	0.45	0.4	

Based on the table, the item numbers of question for finding main idea are 1, 6, 11, and 16. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 1 is 0.55, the proportion of correct answer for test item number 6 is 0.6, the proportion of correct answer for test item number 11 is 0.55, and the proportion of correct answer for test item number 16 is 0.6. The average correct answer of find out main idea is 0.57. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying main idea are accepted.

Table III.4

The Students are able to Find Out the Specific Information in Narrative Text Such as Characters, Time and Place of the Story in Reading Narrative Text

Variable	Finding Specific information				N
Item no	2	7	12	17	20
Correct	10	13	11	10	
P	0.5	0.65	0.55	0.5	
Q	0.5	0.35	0.45	0.5	

Based on the table, the item numbers of question for finding specific information are 2, 7, 12, and 17. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 2 is 0.5, the proportion of correct answer for test item number 7 is 0.65, the proportion of correct answer for test item number 12 is 0.55, and the proportion of correct answer for test item number 17 is 0.5. The average correct answer of find specific information is 0.55. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of finding specific information of the text are accepted.

Table III.5

The Students are able to Find the New Vocabulary in Narrative Text

Variable	Finding the new vocabulary				N
Item no	3	8	13	18	20
Correct	10	10	10	11	
P	0.5	0.5	0.5	0.55	
Q	0.5	0.5	0.5	0.45	

Based on the table, the item numbers of question for finding the new vocabulary in narrative text are 3, 8, 13, and 18. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 3 is 0.5, the proportion of correct answer for test item number 8 is 0.5, the proportion of correct answer for test item number 13 is 0.5, and the proportion of correct answer for test item number 18 is 0.55. The average correct answer for finding the new vocabulary is 0.51. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of finding the new vocabulary are accepted.

Table III.6

The Students are able to Make Inference in Reading Narrative Text

Variable	Making Inference from Reading Narrative Text				N
Item no	4	9	14	19	20
Correct	10	10	12	12	
P	0.5	0.5	0.6	0.6	
Q	0.5	0.5	0.4	0.4	

Based on the table III.4, the item numbers of question for making inference in reading narrative text are 4, 9, 14, and 19. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 4 is 0.5, the proportion of correct answer for test item number 9 is 0.5, the proportion of correct answer for test item number 14 is 0.6, and the proportion of correct answer for test item number 19 is 0.6.

The average correct answer of making inference is 0.55. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of making inference in reading narrative text are accepted.

Table III.7

The students are able to identify references in reading narrative text

variable	Identifying references				N
Item no	5	10	15	20	20
Correct	13	9	13	9	
P	0.65	0.45	0.65	0.45	
Q	0.35	0.55	0.35	0.55	

Based on the table, the item numbers of question for identifying references are 5, 10, 15, and 20. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 5 is 0.65, the proportion of correct answer for test item number 10 is 0.45, the proportion of correct answer for test item number 15 is 0.65, and the proportion of correct answer for test item number 20 is 0.45. The average correct answer of identifying references is 0.55. Then, based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying references are accepted.

The standard level of validity used is:

- a. If the standard level is 1.00-0.30 it is difficult
- b. If the standard level is 0.30-0.70 it is accepted

- c. If the standard level is 0.70-1.00 it is easy¹¹

2. Validity

The writer tested the test twice to measure the validity. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item.

The first tested, the writer provided 20 items to measure. But, in this tested there were 14 items valid and 6 items invalid. The items invalid were the item number 3, 6, 12, 14, 15, and 19. This was caused the degree of difficulty under 0.30 and more than 0.70. the test accepted if the degree of difficulty is between 0.30-0.70.

The instrument of the test should aim at providing a true measure of the participation skill in which it was intended to measure. The instrument of the test is valid if the instrument that used can measure the thing that will be measured¹². According to Hughes, the importance of content validity is the greater a test's content validity, the more likely it is to be an accurate measure of what it is supposed to measure.¹³

To find validity of the test, the writer used correlation product moment the formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where:

¹¹Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, Bumi Aksara, Jakarta, 2009, P.245

¹² P L.R., Gay, & Peter Airasian. *Op.Cit.*, p.23

¹³ Arthur Hughes. *Testing for Language Teacher (2nd ed)* (Cambridge: Cambridge University Press, 2003). p. 22

r_{xy} = correlation product moment x dan y

Σxy = total x dan y

ΣX^2 = X quadrant

ΣY^2 = Y quadrant

$$r_{xy} = \frac{331.6}{\sqrt{1746.2 \cdot 118.8}}$$

$$r_{xy} = \frac{331.6}{\sqrt{207448.56}}$$

$$r_{xy} = \frac{331.6}{455.46} = 0.72$$

According to Suharsimi Arikunto state the ranges of validity are¹⁴

Table III.8
Classifications of Validity

NO	Classification	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

The result of the validity tests in 0.72, so the validity is good.

3. Reliability

The good quality of instrument is determined by the instrument reliability.

According to Douglas Brown, a reliable test is consistent and dependable.¹⁵ It

is used to measure the quality of the test scores and the consistency of the test.

Reliability has to be done with accuracy of measurement. This kind of

¹⁴ Suharsimi Arikunto, *Op. Cit.*, p.75

¹⁵ Brown, H. Douglas. *Language assessment Principles and Classroom Practices*. California: Longman. 2003. P. 20

accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. Reliable measurement is indicated by a tendency to rank order the entire group in the same way on repeated administration of the test.

Reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulted from administration of a particular examination. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error of measurement made to diminish. The writer quantified reliability, so that the writer could be aware of the amount of error present in our measurement and the degree of confidence, possible in score obtained from the test.

To obtain the reliability of the test given, the writer used Sperman Brown formula as follows:¹⁶

Reliability Analysis

$$r_{11} = \frac{2 r_{1/2 \ 1/2}}{1 + r_{1/2 \ 1/2}}$$

In which :

R_{11} : instrument of reliability

$r_{1/2 \ 1/2}$: Rxy that mean as correlation of index

$$\begin{aligned} r_{11} &= \frac{2 \times 0.72}{1 + 0.72} \\ &= \frac{1.44}{1.72} \\ r_{11} &= 0.83 \end{aligned}$$

¹⁶ Suharsimi arikunto, *Op.Cit.*, p. 223

To know the test reliable or not, the value of r_{11} should be compared with r product moment. The value of r_{11} should be higher than r table. From the calculation above the value of r_{11} is 0.83. Then the r_t at 5% grade of significance is 0.304. While r_t at 1% grade significance is 0.393. So, it can be concluded that $0.304 < 0.83 > 0.393$. In other words, the instrument is reliable because the value of r_{11} is higher than r_t .

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

The purpose of this study was to find out the Effect of Using Group Mapping Activity (GMA) Strategy towards Students' Reading Comprehension in Narrative Text at The Second Year of SMAN 12 Pekanbaru. The data of the research were the score of the students' pre-test and post-test. The writer gave pre-test before treatment and post-test after treatment. The Reading test was about reading comprehension on narrative text. In the research, the total score of pre-test and post-test was significantly different. The total score of pre-test was 2220 while the highest score was 80 and the lowest score was 35. The total score of post-test was 3020 while the highest score was 95 and the lowest score was 50.

B. The Data Analysis Students' Reading Comprehension on Pretest

There were 20 items of reading comprehension test given to 40 respondents in this research.

The data about pretest score in experimental class can be seen in the table below:

TABLE IV.1
The Percentage of Pretest Score

No	Category	Frequency	Percentage
1	Very good	2	5%
2	Good	4	10%
3	Enough	15	37.5%
4	Less	14	35%
5	Fail	5	12.5%
Total		40	100%

Example

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{1}{40} \times 100 = 2.5\%$$

Students' reading comprehension score in pretest of experimental class falled into the level 56-65, meaning that, they belonged to enough categories because the highest score is 15 (37.5%) of 40 respondent.

TABLE IV.2
The Interval Score of Pretest

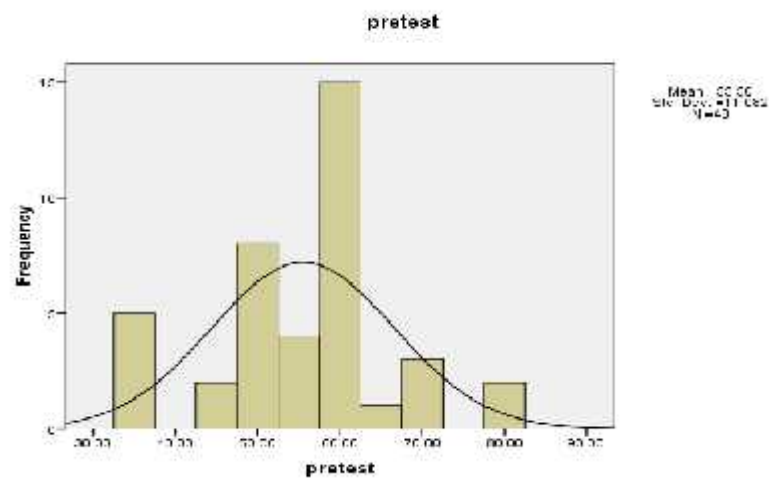
Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	5	12.5	12.5	12.5
	45	2	5.0	5.0	17.5
	50	8	20.0	20.0	37.5
	55	4	10.0	10.0	47.5
	60	15	37.5	37.5	85.0
	65	1	2.5	2.5	87.5
	70	3	7.5	7.5	95.0
	80	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Based on the table above, it can be seen that there were 5 students who got score 35 (12.5%), 2 students got score 45 (5%), 8 students got score 50 (20%), 4 students got score 55 (10%), 15 students got score 60 (37.5%), 1 student got score 65 (2.5%), 3 students got score 70 (7.5%), and 2 students got score 80 (5%). The highest frequency was 15 at the score of 60. The total frequency was 40.

TABLE IV.3
The Descriptive Statistics of Pretest

Pretest		
N	Valid	40
	Missing	0
Mean		55.5000
Std. Error of Mean		1.75229
Mode		60.00
Std. Deviation		1.10824E1
Variance		122.821
Skewness		-.118
Std. Error of Skewness		.374
Kurtosis		.288
Std. Error of Kurtosis		.733
Range		45.00
Minimum		35.00
Maximum		80.00
Sum		2220.00
Percentiles	25	50.0000
	50	60.0000
	75	60.0000

In order to have onvivas comprehension, the result given to the 40 respondents at the second year of SMAN 12 Pekanbaru, the writer gave it in the following histogram



C. The Data Analysis Students' Reading Comprehension on Posttest

There were 20 items of reading comprehension test given to 40 respondents in this research. The data about posttest score in experimental class can be seen in the table below:

TABLE IV.4
The Percentage of Posttest Score

No	Category	Frequency	Percentage
1	Very good	13	32.5%
2	Good	15	37.5%
3	Enough	9	22.5%
4	Less	3	7.5%
5	Fail	0	0 %
Total		32	100%

Example

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{1}{40} \times 100 = 2.5\%$$

Students' reading comprehension score in posttest of experimental class fell into the level 66-79 meaning that, they belonged to good categories because the highest score is 15 (37.5%) of 40 respondents.

TABLE IV.5
The Interval Score of Posttest

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	3	7.5	7.5	7.5
	65	9	22.5	22.5	30.0
	70	1	2.5	2.5	32.5
	75	14	35.0	35.0	67.5
	80	2	5.0	5.0	72.5
	85	5	12.5	12.5	85.0
	90	1	2.5	2.5	87.5
	95	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Based on the above table, it can be seen that there were 3 students who got score 55 (7.5%), 9 students got score 65 (22.5%), 1 student got score 70 (2.5%), 14 students got score 75 (35.0%), 2 students got score 80 (5%), 5 students got score 85 (12.5%), 1 students got score 90 (2.5%), and 5 students got score 95 (12.5%). The highest frequency was 14 at the score of 75. The total frequency was 40.

TABLE IV.6
The Descriptive Statistics of Posttest

Posttest		
N	Valid	40
	Missing	0
Mean		75.5000
Std. Error of Mean		1.77048
Mode		75.00
Std. Deviation		1.11975E1
Variance		125.385
Skewness		.157
Std. Error of Skewness		.374
Kurtosis		-.489
Std. Error of Kurtosis		.733
Range		40.00
Minimum		55.00
Maximum		95.00
Sum		3020.00
Percentiles	25	65.0000
	50	75.0000
	75	85.0000

To visualize the above table, the result given to 40 respondents at the second year of senior high school at SMAN 12 Pekanbaru, the writer gave it in the following histogram.

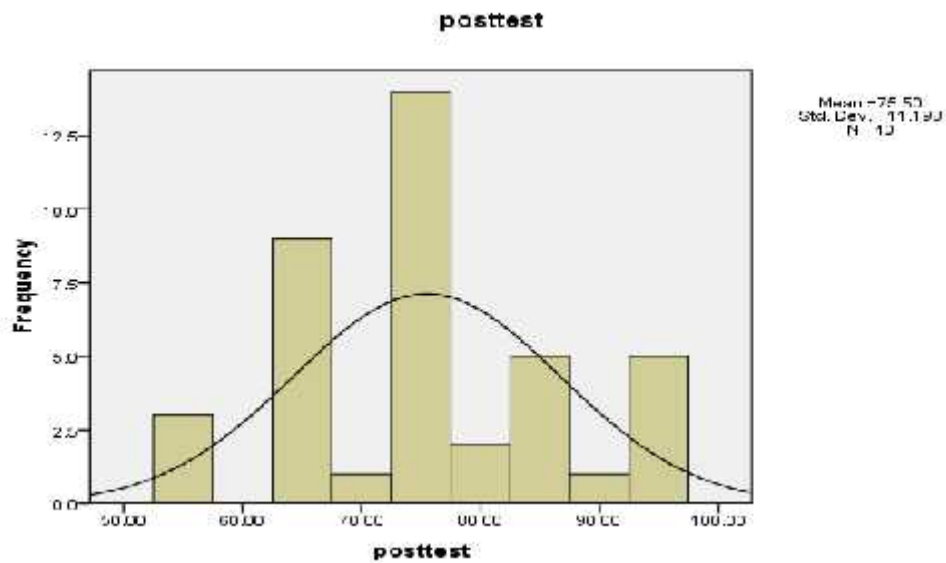


TABLE IV.7

The Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	55.5000	40	11.08244	1.75229
	posttest	75.5000	40	11.19753	1.77048

The output of Paired Samples statistics showed mean pretest 55.5 and posttest 75.5 while N of two samples are 40. The standard of deviation of pretest showed 11.08244, and posttest showed 11.19753 the mean standard error pretest showed 1.75229 and Posttest showed 1.77048.

TABLE IV.8
The Paired Sample Correlation

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pretest & posttest	40	.432	.005

The output of paired samples correlation showed correlation between pretest and posttest, where correlation obtained are 0.432 and samples significant are 0.005 the probability assumption are:

- a. If the probability >0.05 the null hypothesis can be accepted.
- b. If the probability <0.05 the null hypothesis cannot be accepted.

So, because sample significant 0.005 is smaller than 0.05, it means the null hypothesis cannot be accepted.

TABLE IV.9
The Paired Samples Test

		Paired Differences					T	df	Sig.(2tailed)
		Mean	Std.Devi ation	Std.Error Mean	95% confidence interval of the difference				
					Lower	Upper			
Pair1	Pretest- posttest	-2.000E1	11.87542	1.87767	-23.79794	-16.20206	-10.652	39	.000

The output of paired sample T-Test showed analysis result by using t test, in which t test compare between t_o (t observation) and t_t (t table). The score

obtained of t_o was 10.652 higher than t table, by the level of significant 5% and 1% from 40 is $(2.02 < 10.652 > 2.72)$. It means that the null hypothesis cannot be accepted. The probability assumptions are:

- a. If the probability > 0.05 the null hypothesis can be accepted.
- b. If the probability < 0.05 the null hypothesis cannot be accepted.

Based on the result of paired Sample t -test by using SPSS above, the t test sign is. $< (0.00 < 0.05)$ H_o cannot be accepted and H_a can be accepted. From the data above teaching reading by using Group Mapping Activity (GMA) strategy had significant effect to improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and research finding in chapter IV, finally the research about the effect of using Group Mapping Activity (GMA) strategy towards students' reading comprehension in narrative text at the second year of SMAN 12 Pekanbaru can be concluded as follows:

1. Students' reading comprehension of narrative text before being taught by using Group Mapping Activity (GMA) strategy is categorized into enough level.
2. Students' reading comprehension in narrative text after being taught by using Group Mapping Activity (GMA) strategy is categorized into good level.
3. There is a significant effect on students' reading comprehension who are taught by using Group Mapping Activity (GMA) strategy at the second year of SMAN 12 Pekanbaru and those who are not.

So, it can be concluded that Group Mapping Activity (GMA) strategy has a positive effect on students' reading comprehension at the second year of SMAN 12 Pekanbaru.

B. Suggestion

Based on research finding, the writer would like to give some suggestion:

1. Suggestion to the teacher:

- a. It is recommended to teacher to use Group Mapping Activity (GMA) strategy in teaching and learning process.
 - b. The teacher chooses materials of reading from the easiest to the most difficult one.
 - c. The teacher builds a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.
2. Suggestion to the students:
- a. The students study how to use of Group Mapping Activity (GMA) strategy in reading narrative text.
 - b. The students pay careful attention to the lesson being explained by the teacher.

Finally, the writer considers that this research still needs validation and correction for further researcher.

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